**Instructional Coach Goal and Action Steps**

**Instructional Coach:** Marvin Middle School

**School:** Any School

**Annual Target(s) (10-11):**

Writing

2010-2011: 69.8% P & A

2011-2012 Target: 75% P & A

**Measures to Determine Progress:**

Acuity A, B, C

Writing diagnostic tools

2011 CSAP Writing

**Major Improvement Strategy(-ies):**

Develop and implement various writing instructional strategies across all content and grade levels.

**Root Cause:**

Writing expectations/strategies across the content areas and/or grade level are inconsistent.

**Action Steps:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Description of Action Steps to Implement  the Major Improvement Strategy** | **Timeline** | **Key Personnel** | **Resources** | **Implementation Benchmarks** |
| **What steps/activities will be initiated to achieve this goal?** | **What is a realistic timeframe for each phase of the activity?** | **Who will be responsible for initiating or sustaining the action steps?** | **What resources will you need to access for these action steps?** | **What evidence will you present that you are making progress toward your goal?** |
| Facilitate staff through the process of identifying power standards and “unpacking standards” worksheet.  Two follow up meetings with each team to finish unpacking standards and identify proficiency targets. | October ER Wed.  Oct./Nov. common planning times | Principal  IC  Teams | Copies of standards Early Release Wednesdays & Teacher Team Planning time | Unpacking standards worksheets from every grade/content area  Identified mastery skills, learning objectives, and Can I statements.  Proficiency targets defined for every grade level. |
| Have a planning conversation, then videotape each teacher teaching writing followed up with a reflecting conversation. | 1 time per semester | IC  Ind. teachers | Writing block  Agreed upon time for planning and reflecting conversations. | Teachers identified instructional strategies they wish to refine in writing. |
| Gather various writing rubrics being used by teachers in and out of the building.  Facilitate staff in revising rubrics and creating kid friendly rubrics.  Data dialogues with teams using student writing samples.  Lead staff through a vertical conversation using student writing samples.  Set up and facilitate 2 internal labs around writing in the content areas | Sept.  Nov.  1x per quarter  ER Wed.  Second semester | IC  Teachers  Other building ICs  IC  Grade level teams  IC  Whole staff  IC  Lab host and volunteer participants | Copies of rubrics; Early Release Wednesdays & Teacher Team Planning Time  Critical Friends Protocols for looking at student work. Student writing samples.  Student writing samples.  Lab host with inquiry question  Release time for lab | Created simple rubric and exemplars for student use.  Action plans for differentiation, next steps in teaching, increased student writing achievement evidenced on rubrics.  Common understanding of grade level expectations in writing.  Refinement of practice as indicated on BLIC. |
| Coach teachers on Step Up to Writing, scheduling, Writer’s Workshop, and conferring with students on a differentiated individual needs basis.  Conduct weekly walkthroughs during writing instruction in every classroom. | Sept-May  Weekly | IC  Teachers  IC | Time for planning, observing, and reflecting with teachers  Identified teacher needs  Resources for each “program”  Time  BLIC | Refinement of writing instruction  Increased awareness of writing instruction occurring in building for coach. |